DOCUMENT RESUME

ED 407 460 UD 031 696

AUTHOR Fass-Holmes, Barry; And Others
TITLE Evaluation of the Charter School of San Diego, 1994-95. Assessment, Research, and Reporting Team Report No. 713.
INSTITUTION San Diego City Schools, CA. Planning, Assessment, and Accountability Div.
PUB DATE May 96
NOTE 56p.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Evaluative (142)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; *Charter Schools; Citizenship Education; Discipline; Intermediate Grades; Low Achievement; *Nontraditional Education; *Parent Attitudes; Program Evaluation; *School Choice; Secondary Education; Student Attitudes; *Student Motivation; Tables (Data); *Urban Schools
IDENTIFIERS *San Diego Unified School District CA

ABSTRACT

The Charter School of San Diego (California) began operations in the 1994-95 school year. Its program and facilities previously operated as one of the city's alternative education programs designed to provide individualized support for holistic engagement of students, many of whom enrolled because of difficulties at comprehensive schools. The program of the present Charter School is oriented toward helping students become self-motivated, lifelong learners. The school district's Evaluation Unit performed a study of the Charter School that evaluated student academic performance, citizenship, and attitudes. The Charter School's charter states that it intends to outperform the school district. It was not possible to compare the Charter School to the district with respect to graduations, grades in elective courses, core credits efficiency ratio, and elective credits efficiency ratio. In marks on core courses, suspension rate, and expulsions, the Charter School did meet its objectives. It must be noted that the Charter School prohibits academic marks below "C," so results must be interpreted with caution. Although the Charter School did not meet its objective for attendance, results were encouraging. Students and their parents perceived the school as helpful to students in terms of academic and general needs, but not in terms of health or parenting needs. In the first school year, 43 students obtained a diploma from the Charter School, while 5 earned a General Education Development certificate, and 5 passed the California High School Proficiency Examination. Three appendixes include student and parent survey data and the teacher interview sheet. (Contains 2 figures and 17 tables.) (SLD)

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San Diego City Schools
PLANNING, ASSESSMENT, AND ACCOUNTABILITY DIVISION

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EVALUATION OF THE CHARTER SCHOOL OF SAN DIEGO, 1994-95

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ASSESSMENT, RESEARCH, AND REPORTING TEAM REPORT

CUSD 16

EVALUATION OF THE CHARTER SCHOOL OF SAN DIEGO, 1994-95

Prepared by
Barry Fass-Holmes
Georganna Hancock
Donna Davis, Evaluation Manager

Assisted by
Peter Bell
Bill Dozier
Genny Ferrer
Rudy Glivings
Gary Knowles

May 1996

San Diego City Schools
Planning, Assessment, and Accountability Division
Evaluation Unit
Robert Ryan, Instructional Team Leader
Assessment, Research, and Reporting Team

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SAN DIEGO CITY SCHOOLS
Planning, Assessment, and Accountability Division
Assessment, Research, and Reporting Team

Executive Summary
EVALUATION OF THE CHARTER SCHOOL OF SAN DIEGO, 1994-95
May 1996

Issue/Concern

At the request of the Charter School of San Diego's (CSSD) Board of Directors and administrator, the Evaluation Unit has performed a study of the school that evaluates students' academic performance, citizenship, and attitudes (but does not address accreditation or fiscal accountability issues that may be required by state legislation for charter schools). The CSSD is attempting in this study to establish a baseline by which the school can evaluate its progress on a continuing basis.

The present report addresses the following evaluation questions for students who attended the CSSD during the 1994-95 school year:

- What was their academic performance (in terms of grade point averages, distribution of scholarship marks, graduation, credits earned, and retentions)?
- How did their performance while attending the CSSD compare with that at their previous school(s) (in terms of grade point averages, distribution of scholarship marks, and credits earned)?
- What did enrollment indicators (dropouts, "drop ins," participation in school-to-career opportunities, and waiting list) show?
- What did citizenship indicators (suspensions, expulsions, and students' attitudes) show?
- What did attendance data (CSSD's average daily attendance rate and students' apportioned and nonapportioned absences at their previous schools) show?
- Did students and/or parents perceive the CSSD to be effective in meeting students' needs?
- What indicators would be the best ones to use in future evaluations of the CSSD's effectiveness?

Background/Discussion

The CSSD's charter states: "The Charter School expressly intends to outperform the district as the Charter School's overall outcome objective" (page four of the charter document). To determine the extent to which the CSSD has fulfilled this objective in 1994-95, comparisons have been performed between the CSSD and corresponding districtwide values on key indicators of student achievement, citizenship, and attendance (excluding the summer term). The comparison's results are tabulated on the following page.

It was not possible to determine conclusively how the CSSD performed relative to the district on four of the indicators. The reasons were as follows: 1) for graduations, the district did not have an indicator (the district historically has not measured graduation rate because of statistical

concerns); and 2) for three indicators (marks in elective courses, core credits efficiency ratio[1], and elective credits efficiency ratio[2]), it was beyond the scope of this study to compute districtwide values.

As shown in the table below, the CSSD did meet its outcome objective on three indicators (marks in core courses, suspension rate, and expulsions) and likely met its objective on three others (marks in elective courses, core credits efficiency ratio, and elective credits efficiency ratio). It was not possible to determine whether the CSSD met its objective on graduations. The CSSD did not meet its outcome objective on retention rate, dropout rate, and the indicator of attendance (average daily attendance rate).

An important consideration is that the CSSD's policy prohibits academic marks below C. Because of this policy, the CSSD automatically meets its outcome objective on four indicators (marks in core courses, marks in elective courses, core credits efficiency ratio, and elective credits efficiency ratio). Another important point is that most students in the CSSD take three or fewer courses at a time, they work at their own pace, and they repeat their work until they meet the teachers' criteria for issuing at least Cs (which partially accounts for the CSSD's apparently high retention rate). The district's comprehensive schools do not have comparable policies or practices. Thus, comparisons between the CSSD and district on these measures must be interpreted cautiously.

INDICATOR	CSSD MET OBJECTIVE
Marks in Core Courses (percentage ≥ C)	Yes
Marks in Elective Courses (percentage ≥ C)	Likely
Graduates‡	Indeterminate
Core Credits Earned (credits efficiency ratio)	Likely
Elective Credits Earned (credits efficiency ratio)	Likely
Retentions‡‡	No
Dropouts	No
Suspensions	Yes
Expulsions‡‡‡	Yes
Average Daily Attendance Rate	No

‡ The district does not have an official indicator for graduation rate.
‡‡ This indicator's value was preliminary at the time the present report was written.
‡‡‡ This value includes expulsions that have been suspended (see Report No. 016; *16 Expectations Performance Indicators: 1994-95 Summary*, page 26).

Although the CSSD did not meet its outcome objective on the indicator of student attendance, the findings nevertheless were encouraging. Students attending the CSSD in 1994-95 had a high rate of absenteeism at their previous schools, including many nonapportioned (unexcused)

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[1]The core credits efficiency ratio is the quotient of the number of earned core credits divided by the number of attempted core credits.

[2]The elective credits efficiency ratio is the quotient of the number of earned elective credits divided by the number of attempted elective credits.

absences. It would appear that the students had improved upon their previous rate of absenteeism since the CSSD's average daily attendance rate was as high as 45.8.

Instructional Program Implications

The present study has analyzed the CSSD's performance in its first year of operation as a charter school after having operated as the Educational Clinic Alternatives/Student Success Programs for more than a decade. The findings suggest that in 1994-95:

1. the CSSD fulfilled its outcome objective to outperform the district in terms of the students' distribution of academic marks;
2. the average academic marks were B- in core courses and B+ in electives, and these marks represented an improvement of more than one full letter mark over the students' performance at their previous schools in the district (but the CSSD had a policy prohibiting Ds and Fs, whereas the district did not);
3. 43 students obtained a diploma from the CSSD, five earned a General Education Development certificate, and five passed the California High School Proficiency Examination;
4. students typically took three or fewer courses at a time and worked at their own pace;
5. no students were suspended or expelled at the CSSD;
6. although the majority of students referred to the CSSD were at risk of dropping out, the school's actual dropout rate was 7.8 per hundred students;
7. the average daily attendance rate (measured at independent study programs, such as the CSSD, in terms of the quantity/quality of assignments completed by students) was 45.8;
8. some applicants were placed on a waiting list due to lack of space;
9. students attending the CSSD showed a marked improvement in their attitudes about school in general and themselves; and
10. students and their parents perceived the CSSD as being helpful to the students in the areas of academic and general needs, but not very helpful in the areas of health or parenting needs.

Facilities Implications

The present report provides evidence that the CSSD does not have enough space to accommodate all applicants. This report does not have any facilities implications for the district.

Budget Implications

This report might have budget implications for the CSSD, depending upon the types of actions/solutions adopted on the basis of the recommendations below.

Public Support and Engagement Implications

The CSSD's governing board includes parents and community leaders and has an advisory board comprised primarily of parents or guardians of students currently or previously enrolled at the CSSD. Copies of this report will be provided to the governing board's members and made available to the advisory board.

Recommendations

The following actions are recommended for CSSD staff and/or administration:

- monitor the CSSD's progress in fulfilling its outcome objective (the CSSD expressly intends to outperform the district);
- evaluate any performance indicators that provide a clearer picture of student achievement, competence in basic skills, citizenship, attendance, and/or attitude;
- identify and implement effective strategies to further
  1. reduce the number of students earning Ds;
  2. accelerate the rate at which students earn credits;
  3. reduce the retention rate;
  4. reduce the dropout rate;
  5. minimize students' time on the waiting list; and
  6. provide more support to students in the areas of health and parenting needs.

Report prepared by Carriedo/D. Davis/Fass-Holmes, Hancock, and D. Davis

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SAN DIEGO CITY SCHOOLS
Planning, Assessment, and Accountability Division
Assessment, Research, and Reporting Team

EVALUATION OF THE CHARTER SCHOOL OF SAN DIEGO, 1994-95
May 1996

Issue/Concern

The Charter School of San Diego (CSSD) began operations in the 1994-95 school year under the sponsorship of the district, Chamber of Commerce, Business Roundtable for Education, and in partnership with the Labor Council. The CSSD's charter specified that indicators of student achievement and citizenship would be measured regularly to ensure that the school's educational program was successful.

At the request of the CSSD's Board of Directors and administrator, the Evaluation Unit has performed a study of the school that evaluates students' academic performance, citizenship, and attitudes (but does not address accreditation or fiscal accountability issues that may be required by state legislation for charter schools). The CSSD is attempting in this study to establish a baseline by which the school can evaluate its progress on a continuing basis.

The present report addresses the following evaluation questions for students who attended the CSSD in the 1994-95 school year:

- What was their academic performance (in terms of grade point averages, distribution of scholarship marks, graduation, credits earned, and retentions)?
- How did their performance at the CSSD compare with that at their previous school(s) (in terms of grade point averages, distribution of scholarship marks, and credits earned)?
- What did enrollment indicators (dropouts, "drop ins," participation in school-to-career opportunities, and waiting list) show?
- What did citizenship indicators (suspensions, expulsions, and students' attitudes) show?
- What did attendance data (the CSSD's average daily attendance rate and students' apportioned and nonapportioned absences at their previous schools) show?
- Did students and/or their parents believe that the CSSD was effective in meeting students' needs?
- What indicators should be utilized in future evaluations of the CSSD?

Background/Discussion

The CSSD's educational program and facilities previously operated as one of the district's Alternative Education Programs—the Educational Clinic Alternatives/Student Success Programs (commonly known as "Ed Clinics"). A brief description of this program follows.

The Ed Clinics consisted of 13 storefront sites that were founded as part of the district's effort to reduce dropouts. Their mission was to provide individualized support for holistic engagement of students, many of whom enrolled via referral because of difficulties at comprehensive schools.

Distinguishing features of the Ed Clinics' educational program included independent study, individualized instruction, small class size, no academic marks below C, a maximum of three courses per semester, school-to-career transition, around the year calendar, and a violence-free atmosphere.

Additional background information about the Ed Clinics is provided in the Evaluation Unit's Report No. 697, *Report on Alternative Education Programs in San Diego Unified School District*, November 8, 1994.

Some notable changes have been implemented since the Ed Clinics became a charter school. The CSSD has added four sites to the original 13. In addition, its educational program now is oriented more toward helping students become self-motivated, lifelong learners who are competent in specific measurable areas (in terms of reading, writing, computing, speaking, listening, problem-solving, employability, health management, and social skills).

Methodology: The present evaluation of the CSSD included analyses on the following:

- indicators of academic achievement;
- enrollment data;
- indicators of citizenship;
- indicators of attendance;
- students' attitudes;
- students' and parents' perceptions about the CSSD; and
- staff members' and teachers' suggestions about indicators for use in future evaluations.

The sections below provide a more detailed explanation of the indicators and analytical methods.

Methodology: ***Academic achievement:*** The academic indicators of interest were the following:

- unweighted grade point average (GPA) for core courses;
- unweighted GPA for elective courses excluding Physical Education (PE) and Reserve Officer Training Corps (ROTC);
- distribution of academic marks for core and elective courses;
- marks efficiency ratios (the quotient of the number of courses in which the academic mark was a C or above divided by the number of courses taken) for core and elective courses;
- graduations;
- credits attempted and earned;
- credits efficiency ratios (the quotient of the number of earned credits divided by the number of attempted credits); and
- retentions.

All students who enrolled at the CSSD between September 1994 and June 1995 were included in the analyses (NOTE: data reported here are for September 1994 to June 1995 unless otherwise specified). To determine the extent of these students' progress, their academic performance at the CSSD in 1994-95 (excluding summer term) was compared with their performance (on each of the above indicators except retentions) at the Ed Clinics and/or other district schools that they attended in 1992-93, 1993-94, or 1994-95 (data for years prior to 1992-93 were unavailable).

Data for each of the above indicators were extracted from the district's mainframe computer, except for students' 1994-95 graduation and retention data (provided by the Research Unit).

Methodology: ***Enrollment:*** For students enrolled at the CSSD during 1994-95, the number who dropped out and the dropout rate were provided by the Research Unit (the district's official reporting period for dropouts was April 13, 1994 to April 6, 1995).

To determine the extent to which the CSSD attracted students who had been out of school at least 45 days, the enrollment histories of all students attending the CSSD in 1994-95 were extracted from the district's mainframe and analyzed. The extraction did not include students who had been out of school the entire year in 1993-94.

The number of credits earned by CSSD students who enrolled in work experiences, regional occupational program (ROP) courses, and pre-employment training in 1994-95 also was determined. The relevant data were extracted from the district's mainframe.

The number of students on the CSSD's enrollment waiting list for 1994-95 was derived from information supplied by CSSD staff.

Methodology: ***Citizenship:*** Data for the indicators of interest (numbers of suspensions and expulsions) were obtained from the Research Unit. All students enrolled at the CSSD during 1994-95 were included in the analyses.

Methodology: ***Attendance:*** Due to the CSSD's method of tracking student attendance (the CSSD uses a positive measure, whereas the district's comprehensive schools use a negative one), it is not possible to analyze the numbers of apportioned or nonapportioned absences. Instead, as indicators of attendance, this report presents the average daily attendance (ADA) value and rate for the CSSD in 1994-95. These data have been supplied by Pupil Accounting and CSSD staff, respectively.

To characterize the attendance history of CSSD students, the average numbers of absences they had during their previous enrollment at other (comprehensive) district schools were computed by extracting and analyzing the relevant data from the district's mainframe. This was done for a computer-generated random sample of 100 students who enrolled in the CSSD during 1994-95.

Methodology: ***Attitudes and perceptions:*** The attitudes and perceptions of CSSD students were investigated by administering a standardized test and a survey. Specifically, these instruments examined students' views about the CSSD, school in general, and themselves.

Students' attitudes are tested upon entering the CSSD by a standardized instrument—the School Attitude Measure (SAM). This test consists of statements of facts and feelings about school. There are 10 to 20 items formatted for Likert scale responses ("never agree," "sometimes agree," "usually agree," or "always agree"). Each item belongs to one of five scales: motivation for schooling, performance-based academic self-concept, reference-based academic self confidence, sense of control over performance, and instructional mastery.

The first scale measures students' reactions to past school experiences and their effect on motivation in school. A sample item for this scale for one form of the test is: "Although it may sound strange, the best time of my life is the time I spend in school."

The second scale, Academic Self-Concept—Performance-Based, measures how students think they do in school and their feelings about performance. A typical item reads: "If I try, I can probably be near the top of the graduating class."

The third scale is Academic Self-Concept—Reference-Based. This dimension assesses how students think others (friends, family, teachers) feel about the students' school performance and

ability to succeed academically. A sample item is: "My parents think I have the ability to do well in high school."

The fourth scale, Student's Sense of Control Over Performance, measures students' feelings about their abilities to control situations affecting them at school and taking responsibility for outcomes of events like grades and promotions. An example of an item on this scale is: "When I'm with my friends at school, I tend to do what they want to do."

The fifth scale is Student's Instructional Mastery, a measure of the reported level of student's school skills. A sample item from this scale is: "For me, all the quizzes and tests at school are something I just can't do."

The students' scores on the SAM are reported to the CSSD as national percentile ranks (students' relative standings compared to a national norming group), national stanines, and normal curve equivalents (NCEs). The differences between pretest and posttest scores can be readily analyzed in matched pairs T-tests using the NCE scores.

In the present study, SAM scores were analyzed for a sample of 51 students (25 females and 26 males) chosen by a CSSD staff member (approximately every ninth student who had entered the CSSD between September and December 1994). Most students in this sample were 15-18 years old. They completed an age-appropriate form of the SAM upon entering the CSSD and again after attending the CSSD for several weeks. Their two sets of scores were compared.

Additional attitudinal data concerning the students' perceptions about the CSSD were obtained by administering a survey (see Appendix A). The survey was distributed to a list of current students provided by CSSD staff. The survey was developed by the Evaluation Unit and sent to CSSD sites via school mail during the first week of October 1995. A total of 64 surveys were returned by the end of October (64 percent return rate). All returned surveys were usable.

Parents also were surveyed (see Appendix B). The CSSD provided a list of parents of current students. An attitudinal survey printed in English and Spanish was sent to 345 parents during the first week of October 1995. The packet included a postage-paid reply envelope. During the third week of October, follow-up phone calls were made to those whose surveys had not been returned. A total of 82 surveys were returned by the cutoff date (24 percent return rate). All returned surveys were usable.

The survey consisted of demographic questions and 40 items formatted for Likert scale responses ("none," "little," "some," "much," or "not applicable") concerning students' academic, employment, health, parenting, and general needs. The stem of each item was the question "Has CSSD helped you?" (in the parent survey, the stem was worded "... helped your child?"). Every item was followed by the question, "Was this help adequate?"

Returned surveys were given a case number and responses were entered into a computer file. The data were analyzed using statistical software (SPSS/PC) to produce frequency distributions.

Methodology: ***Staff members' and teachers' suggestions:*** The CSSD provided the names of two staff members and three teachers who were deemed knowledgeable about the school and appropriate for participation in an interview. One interviewer met with one staff member and one teacher; another interviewer met with the other three interviewees. A standard script and set of questions (Appendix C) were used for each interview.

Evaluation Findings: The findings of the present study are organized around the following evaluation questions for students who attended the CSSD in 1994-95:

- What was their academic performance while attending the CSSD compared to their performance at other district school(s) they attended?
- What were their enrollment patterns?
- What did citizenship indicators show about their behavior?
- What did attendance data show?
- Did students and/or their parents believe that the CSSD was effective in meeting students' needs?
- What indicators should be utilized in future evaluations of the CSSD?

A total of 1,111 students enrolled at the CSSD during 1994-95; 626 (56.3 percent) attended only the CSSD during that year, 408 (36.7 percent) started the year at another district school and transferred to the CSSD, while 76 (6.8 percent) started the year at the CSSD and transferred to a comprehensive school (Figure 1).

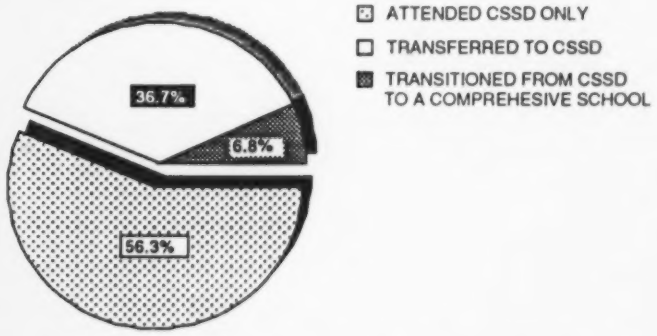

Figure 1. CSSD's 1994-95 Enrollment Data.

Approximately 87 percent (355) of the 408 who started the year at another district school and transferred to the CSSD left the CSSD during 1994-95 for reasons other than transitioning back to a comprehensive school in the district. The vast majority (about 83 percent) of the 355 either left the district, planned to enroll in one of the district's alternative education programs, or were about to (or did) graduate.

Evaluation Findings: ***Academic achievement:*** The academic indicators of interest were the following for 1994-95 excluding the summer term:

- unweighted GPA for core courses;
- unweighted GPA for elective courses excluding PE and ROTC;
- distribution of academic marks;
- marks efficiency ratios (the quotient of the courses in which the academic marks were C or above divided by the courses taken) for core and elective courses;
- graduations;
- credits attempted and earned;
- credits efficiency ratios (the quotient of the credits earned divided by the credits attempted) for core and elective courses; and
- retentions.

Evaluation Findings: ***Academic achievement: GPA in core courses:*** Table One shows the GPA history in core courses for students who enrolled at the CSSD during 1994-95, and Table Two shows the distribution of academic marks in core courses earned by such students. In both tables, the students' data are presented for enrollments at the CSSD and other district schools during 1994-95 together with the same students' data for any enrollments they had at the Ed Clinics and other district schools in 1992-93 and 1993-94 (4.8 percent of those who earned credits in core courses at the CSSD in 1994-95 also did so at Ed Clinics during 1992-93, and 37.4 percent also earned credits in core courses at Ed Clinics during 1993-94).

TABLE 1
AVERAGE GPAs EARNED BY STUDENTS WHO ATTENDED THE CSSD IN 1994-95: CORE COURSES*

GRADE LEVEL*	1994-95		1993-94		1992-93	
	CSSD	Other	Ed Clinics	Other	Ed Clinics	Other
Sixth	—	—	—	—	—	1.00 (1)
Seventh	2.92 (26)	1.57 (20)	2.36 (17)	1.29 (80)	2.44 (3)	1.30 (136)
Eighth	2.76 (79)	0.98 (30)	2.72 (29)	1.20 (117)	2.50 (2)	1.36 (180)
Ninth	2.66 (196)	1.42 (65)	2.58 (77)	0.98 (202)	2.39 (16)	1.21 (243)
Tenth	2.67 (121)	0.88 (44)	2.64 (54)	1.17 (148)	2.89 (6)	1.34 (143)
Eleventh	2.95 (125)	0.99 (49)	2.93 (39)	1.42 (99)	2.50 (2)	1.29 (31)
Twelfth	3.08 (52)	1.26 (19)	3.02 (8)	2.48 (5)	—	2.50 (1)
All grades combined	2.78 (599)	1.17 (227)	2.67 (224)	1.18 (651)	2.51 (29)	1.29 (735)

* Values in parentheses represent the numbers of students. NOTE: some students had one grade level (e.g., eleventh) for some courses and a higher grade level (e.g., twelfth) for others in their grade report records. Instead of including them in both grade levels (i.e., counting them twice), the data in Table One arbitrarily include such students in the lower of the two grade levels (e.g., ten such students are included in the eleventh grade). As a consequence, the number of twelfth grade students in Table One is artifactually lower than the reported number of graduates (see page nine).

The students' average GPA in 1994-95 core courses at the CSSD was equivalent to B- (Table One). Conversely, their average GPA at other district schools they attended (either before or after the CSSD) was D. In 1992-93 and 1993-94, these students also earned higher GPAs (between C+ and B-) in core courses at the Ed Clinics than at other district schools (between D and D+).

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Twelfth grade students earned the highest average GPA (B) in 1994-95 core courses at the CSSD, whereas ninth grade students earned the lowest (between C+ and B-; see Table One).

As shown in Table Two, the most frequent academic mark in terms of percentage and absolute number was B; the second most frequent was C; and the third most frequent was A. More than six percent of the marks earned in core courses were Ds (and one student earned an F), despite the CSSD's policy that students repeat their work until they earn at least Cs.

TABLE 2
DISTRIBUTION OF ACADEMIC MARKS EARNED BY STUDENTS WHO ATTENDED THE CSSD IN 1994-95: CORE COURSES*

MARK	1994-95		1993-94		1992-93	
	CSSD	Other	Ed Clinics	Other	Ed Clinics	Other
A	26.6 (487)	3.4 (26)	20.6 (153)	3.5 (116)	13.8 (9)	4.8 (200)
B	37.6 (689)	12.5 (95)	35.4 (262)	10.8 (362)	40.0 (26)	12.8 (531)
C	29.5 (537)	21.7 (165)	33.7 (250)	21.5 (721)	43.1 (28)	23.2 (965)
D	6.4 (118)	20.2 (154)	10.3 (76)	24.2 (813)	3.1 (2)	27.9 (1,160)
F	0.1 (1)	42.2 (321)	—	40.0 (1,343)	—	31.3 (1,304)
Marks Efficiency Ratio	0.93	0.38	0.90	0.36	0.97	0.41

* Values represent percentages (numbers are in parentheses) of courses in which students earned the indicated mark, combined across all grade levels.

During their enrollment in core courses at other district schools in 1994-95 (either before or after attending the CSSD), these students' most frequent mark in terms of percentage and absolute number was F, the second most frequent was C, and the third most frequent was D (Table Two). Over 50 percent of the marks that these same students earned in core courses during their enrollments at other district schools between 1992-93 and 1994-95 were Ds and Fs.

For 1992-93 and 1993-94, the distribution of academic marks that these same students earned in core courses at the Ed Clinics was comparable (with some minor differences in terms of actual percentages) to what they earned during 1994-95 at the CSSD (compare the values across the columns in Table Two) and likewise for their academic marks at other district schools.

The students' marks efficiency ratios (defined on page two) were greater than or equal to 0.90 in core courses during enrollments at the CSSD and Ed Clinics between 1992-93 and 1994-95 (Table Two). Conversely, their marks efficiency ratios were between 0.35 and 0.50 in core courses during enrollments at other district schools over these three years.

Evaluation Findings: ***Academic achievement: GPA in elective courses:*** Table Three shows the GPA history in elective courses (excluding PE and ROTC) for students who enrolled at the

CSSD during 1994-95, and Table Four shows the distribution of academic marks in elective courses earned by such students. In both tables, the students' data are presented for enrollments at the CSSD and other district schools during 1994-95 together with the same students' data for any enrollments they had at the Ed Clinics and other district schools in 1992-93 and 1993-94 (2.2 percent of those who earned credits in elective courses at the CSSD in 1994-95 also did so at Ed Clinics during 1992-93, and 23.5 percent also earned credits in elective courses at Ed Clinics during 1993-94).

TABLE 3
AVERAGE GPAs EARNED BY STUDENTS WHO ATTENDED THE CSSD IN 1994-95:
ELECTIVE COURSES *

GRADE LEVEL	1994-95		1993-94		1992-93	
	CSSD	Other	Ed Clinics	Other	Ed Clinics	Other
Sixth	3.44 (10)	1.72 (2)	3.38 (1)	1.36 (14)	—	1.96 (34)
Seventh	2.60 (5)	1.88 (18)	—	1.73 (74)	—	1.67 (134)
Eighth	3.32 (14)	1.39 (24)	—	1.83 (100)	2.00 (1)	2.13 (171)
Ninth	3.33 (94)	1.61 (65)	3.13 (21)	1.33 (201)	2.62 (4)	1.71 (250)
Tenth	3.24 (60)	1.38 (41)	3.14 (20)	1.68 (142)	3.00 (1)	1.80 (141)
Eleventh	3.35 (54)	1.70 (45)	2.92 (22)	2.08 (89)	—	1.64 (29)
Twelfth	3.43 (35)	1.55 (19)	—	1.88 (4)	—	2.25 (1)
All grades combined	3.32 (272)	1.58 (214)	3.06 (64)	1.64 (624)	2.58 (6)	1.83 (760)

* Values in parentheses represent the numbers of students. See Table One's NOTE.

The students' average GPA in 1994-95 elective courses at the CSSD was B+ (Table Three). Conversely, their corresponding value at other district schools they attended (either before or after the CSSD) was between D+ and C-. In 1992-93 and 1993-94, these students earned higher GPAs (between C+ and B) in elective courses at the Ed Clinics than at other district schools (between D+ and C).

Sixth grade students earned the highest average GPA (between B+ and A-) in 1994-95 elective courses at the CSSD (Table Four) (however, the number of students in sixth grade was relatively small; those in twelfth grade earned the next highest GPA), whereas seventh grade students earned the lowest (between C+ and B-) (however, the number of students in seventh grade was relatively small; those in tenth grade earned the next lowest GPA).

As shown in Table Four, the most frequent academic mark in terms of percentage and absolute number was A; the second most frequent was B; and the third most frequent was C. Almost

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two percent of the marks earned in elective courses were Ds (none were Fs), despite the CSSD's policy that students repeat their work until they earn at least Cs.

TABLE 4
DISTRIBUTION OF ACADEMIC MARKS EARNED BY STUDENTS WHO ATTENDED THE CSSD IN 1994-95: ELECTIVE COURSES*

MARK	1994-95		1993-94		1992-93	
	CSSD	Other	Ed Clinics	Other	Ed Clinics	Other
A	56.9 (317)	13.3 (62)	39.2 (51)	10.9 (234)	22.2 (2)	12.5 (377)
B	29.6 (165)	16.1 (75)	33.8 (44)	16.9 (362)	22.2 (2)	19.7 (593)
C	11.8 (66)	21.9 (102)	19.2 (25)	24.0 (514)	55.6 (5)	27.1 (816)
D	1.6 (9)	21.1 (98)	7.7 (10)	21.4 (459)	—	21.6 (651)
F	—	27.5 (128)	—	26.9 (576)	—	19.1 (576)
Marks Efficiency Ratio	0.98	0.51	0.92	0.52	1.00	0.59

* Values represent percentages (numbers are in parentheses) of courses in which students earned the indicated mark, combined across all grade levels.

During their enrollment in elective courses at other district schools in 1994-95 (either before or after attending the CSSD), these same students' most frequent mark in terms of percentage and absolute number varied from year to year (Fs were most frequent in 1994-95 and 1993-94, but not 1992-93; see Table Four). Approximately 44 percent of the marks that these students earned in elective courses at other district schools between 1992-93 and 1994-95 were Ds and Fs.

For 1993-94, the distribution of academic marks that these same students earned in elective courses at the Ed Clinics was somewhat more skewed toward the lower end of the marks scale than the corresponding distribution in 1994-95 at the CSSD (the numbers of these students who earned marks at the Ed Clinics in 1992-93 were very small). The distribution of academic marks that they earned at other district schools was comparable across the three years (with some minor differences in terms of actual percentages).

The students' marks efficiency ratios (defined on page two) were greater than or equal to 0.92 in elective courses during enrollments at the CSSD and Ed Clinics between 1992-93 and 1994-95 (Table Four). Conversely, their marks efficiency ratios were between 0.51 and 0.59 in elective courses during enrollments at other district schools over those three years.

Evaluation Findings: ***Academic achievement: Graduation:*** Fifty-three students who attended the CSSD in 1994-95 graduated from the CSSD and six graduated elsewhere in the district. Forty-three of the graduates from the CSSD earned a diploma, five earned a General Education Development certificate, and five of the nine who took the California High School Proficiency Examination passed.

Evaluation Findings: ***Academic achievement: Core credits earned:*** Table Five shows the credits history in core courses for students who enrolled at the CSSD during 1994-95; Table Six shows their credits efficiency ratios (defined on page two). In both tables, the students' data are presented for enrollments at the CSSD and other district schools during 1994-95 together with their data for enrollments at the Ed Clinics and other district schools in 1992-93 and 1993-94.

TABLE 5
AVERAGE NUMBERS OF CREDITS ATTEMPTED AND EARNED BY STUDENTS WHO ATTENDED THE CSSD IN 1994-95: CORE COURSES *

GRADE LEVEL	1994-95		1993-94		1992-93	
	CSSD	Other	Ed Clinics	Other	Ed Clinics	Other
Sixth	—	—	—	—	—	1.00 **1.00** (1)
Seventh	2.46 **2.46** (26)	2.90 **2.25** (20)	3.00 **3.00** (17)	5.02 **3.45** (80)	2.00 **2.00** (3)	5.25 **3.57** (136)
Eighth	3.13 **3.11** (79)	4.13 **2.23** (30)	3.28 **3.28** (29)	5.91 **3.61** (117)	2.50 **2.50** (2)	6.99 **5.18** (180)
Ninth	2.67 **2.67** (196)	3.12 **2.05** (65)	3.22 **3.22** (77)	4.73 **2.54** (202)	2.06 **2.06** (16)	5.28 **3.55** (243)
Tenth	2.75 **2.75** (121)	3.09 **1.36** (44)	3.59 **3.59** (54)	4.93 **2.86** (148)	2.33 **2.33** (6)	5.21 **3.32** (143)
Eleventh	3.27 **3.27** (125)	3.71 **2.00** (49)	3.26 **3.26** (39)	5.73 **3.73** (99)	3.50 **3.50** (2)	5.10 **3.19** (31)
Twelfth	4.90 **4.90** (52)	3.05 **1.95** (19)	3.25 **3.25** (8)	2.20 **1.60** (5)	—	2.00 **2.00** (1)
All grades combined	3.06 **3.06** (599)	3.35 **1.94** (227)	3.31 **3.31** (224)	5.15 **3.09** (651)	2.24 **2.24** (29)	5.66 **3.89** (735)

* Nonbolded values represent average number of credits attempted per student, bolded ones represent number earned, and values in parentheses are the numbers of students. See Table One's NOTE.

Students earned an average of about three credits in 1994-95 core courses at the CSSD (Table Five). Conversely, they earned an average of less than two credits in 1994-95 core courses at other district schools they attended (either before or after the CSSD). During 1993-94, these same students earned slightly more credits in core courses at the Ed Clinics than at other district schools (3.31 versus 3.09). They earned fewer credits in core courses at the Ed Clinics than at other district schools during 1992-93 (2.24 versus 3.89; however, the number of students at the Ed Clinics in 1992-93 was relatively small). The same students also attempted fewer credits at the CSSD and Ed Clinics than at other district schools (9.5 percent fewer in 1994-95, 55.6 percent in 1993-94, and 152.7 percent in 1992-93).

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Twelfth grade students earned the highest average number of credits in 1994-95 core courses at the CSSD (just under five), whereas seventh grade students earned the lowest (just under two-and-a-half, as shown in Table Five).

As shown in Table Six, the students' credits efficiency ratios in core courses at the CSSD and Ed Clinics between 1992-93 and 1994-95 were equal to one; i.e., the students earned all credits they attempted (except for one F; see page seven). This value was predictable due to the school's policy prohibiting academic marks lower than C. By contrast, the same students had credits efficiency ratios between 0.55 and 0.70 in their core courses at other district schools over these three years, due to the Fs earned by the students (see Table Two).

TABLE 6
CREDITS EFFICIENCY RATIOS OF STUDENTS
WHO ATTENDED THE CSSD IN 1994-95: CORE COURSES

GRADE LEVEL	1994-95		1993-94		1992-93	
	CSSD	Other	Ed Clinics	Other	Ed Clinics	Other
Sixth	—	—	—	—	—	1.00
Seventh	1.00	0.78	1.00	0.69	1.00	0.68
Eighth	0.99	0.54	1.00	0.61	1.00	0.74
Ninth	1.00	0.66	1.00	0.54	1.00	0.67
Tenth	1.00	0.44	1.00	0.58	1.00	0.64
Eleventh	1.00	0.54	1.00	0.65	1.00	0.62
Twelfth	1.00	0.64	1.00	0.73	—	1.00
All grades combined	1.00	0.58	1.00	0.60	1.00	0.69

Evaluation Findings: ***Academic achievement: Elective credits earned:*** Table Seven shows the credits history in elective courses for students who enrolled at the CSSD a minimum of five days during 1994-95, and Table Eight shows their credits efficiency ratios (defined on page two). In both tables, the students' data are presented for enrollments at the CSSD and other district schools during 1994-95 together with their data for enrollments at the Ed Clinics and other district schools in 1992-93 and 1993-94.

Students earned an average of approximately two credits in 1994-95 elective courses at the CSSD and about one-and-a-half at other district schools they attended (either before or after the CSSD; see Table Seven). During 1992-93 and 1993-94, these students earned fewer credits in elective courses at the Ed Clinics than at other district schools (however, the number of students at Ed Clinics in 1992-93 was very small). These students also attempted fewer credits at the CSSD and Ed Clinics than at other district schools (3.9 percent fewer in 1994-95, 60.1 percent in 1993-94, and 144.7 percent in 1992-93).

Twelfth grade students earned the highest average number of credits in 1994-95 elective courses at the CSSD (just under three), whereas eighth grade students earned the lowest (under one-and-a-half; see Table Seven).

As shown in Table Eight, the students' credits efficiency ratios in elective courses at the CSSD and Ed Clinics between 1992-93 and 1994-95 were equal to one; i.e., the students earned all credits they attempted. This value was predictable; the school's policy prohibited academic

marks lower than C. By contrast, the same students had credits efficiency ratios between 0.72 and 0.81 in their elective courses at other district schools over these three years, due to the Fs earned by the students (see Table Four).

TABLE 7
AVERAGE NUMBERS OF CREDITS ATTEMPTED AND EARNED BY STUDENTS WHO ATTENDED THE CSSD IN 1994-95: ELECTIVE COURSES *

GRADE LEVEL	1994-95		1993-94		1992-93	
	CSSD	Other	Ed Clinics	Other	Ed Clinics	Other
Sixth	3.30 **3.30** (10)	7.00 **5.00** (2)	8.00 **8.00** (1)	12.31 **8.60** (14)	—	10.80 **9.52** (34)
Seventh	1.80 **1.80** (5)	1.96 **1.66** (18)	—	3.50 **2.75** (74)	—	3.55 **2.82** (134)
Eighth	1.29 **1.29** (14)	1.38 **0.80** (24)	—	1.79 **1.37** (100)	1.00 **1.00** (1)	2.06 **1.84** (171)
Ninth	1.70 **1.70** (94)	2.06 **1.47** (65)	1.24 **1.24** (21)	3.10 **2.10** (201)	1.50 **1.50** (4)	3.72 **2.95** (250)
Tenth	1.90 **1.90** (60)	2.21 **1.41** (41)	2.00 **2.00** (20)	3.57 **2.63** (142)	2.00 **2.00** (1)	4.06 **3.12** (141)
Eleventh	2.16 **2.16** (54)	1.73 **1.36** (45)	2.55 **2.55** (22)	3.12 **2.54** (89)	—	2.96 **2.24** (29)
Twelfth	2.90 **2.90** (35)	3.53 **2.68** (19)	—	2.25 **1.50** (4)	—	12.00 **10.00** (1)
All grades combined	2.03 **2.03** (272)	2.11 **1.52** (214)	2.03 **2.03** (64)	3.25 **2.39** (624)	1.50 **1.50** (6)	3.67 **2.98** (760)

* Nonbolded values represent average number of credits attempted per student, bolded ones represent number earned, and values in parentheses are the numbers of students. See Table One's NOTE.

Evaluation Findings: ***Academic achievement: Retentions:*** At the time this report was written, the following preliminary data were available (the final ones will become available after June 1996): a total of 354 students who enrolled in the CSSD during 1994-95 were retained (i.e., their grade level in November 1995 was the same as in June 1995). This value translates into a 53.4 percent 1994-95 retention rate for the CSSD.

An important point is that most students attending the CSSD take three or fewer courses at a time and they work at their own pace. Consequently, they may require more time to qualify for promotion to the next grade level and hence they are considered by the district to have been "retained."

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TABLE 8
CREDITS EFFICIENCY RATIOS OF STUDENTS
WHO ATTENDED THE CSSD IN 1994-95: ELECTIVE COURSES

GRADE LEVEL	1994-95		1993-94		1992-93	
	CSSD	Other	Ed Clinics	Other	Ed Clinics	Other
Sixth	1.00	0.71	1.00	0.70	—	0.88
Seventh	1.00	0.85	—	0.79	—	0.79
Eighth	1.00	0.58	—	0.76	1.00	0.89
Ninth	1.00	0.71	1.00	0.68	1.00	0.79
Tenth	1.00	0.54	1.00	0.74	1.00	0.77
Eleventh	1.00	0.79	1.00	0.81	—	0.75
Twelfth	1.00	0.76	—	0.67	—	0.83
All grades combined	1.00	0.72	1.00	0.74	1.00	0.81

Evaluation Findings: ***Enrollment:*** The enrollment indicators of interest were:

- dropouts;
- "drop ins" (students who enrolled after being out of school for at least 45 days);
- credits earned in work-related programs; and
- number of students on the waiting list.

Evaluation Findings: ***Enrollment: Dropouts:*** Table Nine shows the official district data on 1994-95 dropouts at the CSSD. These data reflect the number and rate of dropouts between April 13, 1994 and April 6, 1995. Because the official data do not correspond to the school year, it is important to note that some of the dropouts might have occurred during the period between April and June 1994 when the CSSD operated as an alternative education program (Ed Clinics).

TABLE 9
NUMBERS AND RATES OF DROPOUTS FROM THE CSSD DURING 1994-95

GRADE LEVEL	DROPOUTS	RATES PER 100
Seventh	4	5.0
Eighth	15	7.6
Ninth	27	6.7
Tenth	25	9.9
Eleventh	17	7.3
Twelfth	9	10.7
All grades combined	97	7.8

A total of 97 students dropped out from the CSSD during 1994-95 (see page two), corresponding to a rate of 7.8 dropouts per 100 students. Ninth grade students comprised the highest number and twelfth grade students had the highest rate of dropouts in 1994-95 at the CSSD, whereas seventh grade students comprised the lowest number and had the lowest rate (Table Nine).

Further analysis revealed that 67 students dropped out from the CSSD during the 1994-95 school year (i.e., between September 1994 and June 1995). An additional 11 students transferred from

the CSSD to a comprehensive school and then dropped out during 1994-95 (seven of these students had transferred to the High School Diploma Program before dropping out).

Evaluation Findings: ***Enrollment: Drop ins:*** As shown in Table 10, 115 of the 1,111 students (10.4 percent) had been out of school for 45 consecutive days or more prior to enrolling at the CSSD during 1994-95. This finding indicates that one out of every ten students who enrolled in the CSSD during 1994-95 had been out of school for nine or more weeks prior to enrollment.

TABLE 10
DROP IN COUNTS FOR STUDENTS WHO ATTENDED THE CSSD DURING 1994-95

DAYS OUT OF SCHOOL	DROP INS
1-5	649
6-10	74
11-20	139
21-30	81
31-45	53
46-60	35
61-80	20
>80	60

Evaluation Findings: ***Enrollment: Work-related programs:*** Table 11 shows enrollment and credits data for CSSD students' participation in work experiences, ROP courses, and pre-employment training during 1994-95. A total of 29 students (2.6 percent) participated and earned 56 credits in work-related programs.

TABLE 11
PARTICIPATION IN WORK-RELATED PROGRAMS
BY STUDENTS WHO ATTENDED THE CSSD DURING 1994-95

PROGRAM	CREDITS EARNED	STUDENTS
Work experience	4	3
ROP	51	25
Pre-employment training	1	1
Head Start	no students prior to 1995-96	

Evaluation Findings: ***Enrollment: Waiting list:*** The waiting list data for 1994-95 are shown in Table 12. The number of students on the waiting list peaked at 74 in March (despite a five percent increase in capacity the previous month) and the total number of student initiated placements (SIPs) concurrently peaked at 129. Conversely, the number of students on the waiting list reached a low point at 13 in November even though the total number of SIPs was not at its low point. The average number of students on the CSSD's waiting list between the months of November 1994 and June 1995 was calculated to be 39.5. This finding indicates a strong demand for access to the CSSD.

Evaluation Findings: ***Citizenship:*** The citizenship indicators of interest were suspensions, expulsions, and students' attitudes.

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TABLE 12
NUMBER OF STUDENTS ON THE CSSD'S WAITING LIST DURING 1994-95

	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE
Capacity*	565	645	645	645	685	720	720	720	720	720
Total enrollment*	479	581	618	640	647	667	711	716	719	674
Total SIPs*	N/A	N/A	65	59	97	126	129	54	70	69
Unplaced SIPs*	18	34	25	15	20	27	46	16	17	4
Available seats ‡	86	64	27	5	38	53	9	4	1	46
SIPs who still wanted a seat‡‡	—	—	40	44	77	99	83	38	53	65
Waiting list ‡‡‡	—	—	13	39	39	46	74	34	52	19

* Data supplied by CSSD staff. Abbreviation: SIP = student initiated placement
‡ Available seats = (capacity - total enrollment)
‡‡ SIPs who still wanted a seat = (total SIPs - unplaced SIPs)
‡‡‡ Waiting list = (SIPs who wanted a seat - available seats)

Evaluation Findings: ***Citizenship: Suspensions:*** None of the 1,111 students who attended the CSSD during 1994-95 were suspended from the CSSD.

Table 13 shows the suspension data for these students' enrollments at other district schools before and after their enrollment at the CSSD during 1994-95.

TABLE 13
SUSPENSIONS AT OTHER DISTRICT SCHOOLS
ATTENDED BY STUDENTS WHO ENROLLED AT THE CSSD DURING 1994-95

	STUDENTS (DAYS) ENROLLED AT ANOTHER DISTRICT SCHOOL	STUDENTS SUSPENDED	INCIDENTS	INCIDENTS PER SUSPENDED STUDENT
Before CSSD	390 (27,049)	96	154	1.6
After CSSD	95 (7,439)	12	19	1.6
TOTAL	485 (34,488)	108	173	1.6

The 390 students who attended another district school before enrolling at the CSSD during 1994-95 included 96 (24.6 percent) who had been suspended at the other school (Table 13). The 95 students who attended another district school after transitioning from the CSSD during 1994-95 included 12 (12.6 percent) who were suspended at the other school. The average number of incidents for each suspended student at the schools they attended before the CSSD during 1994-95 (approximately 1.6) was essentially identical to the value at the schools they attended after the CSSD.

The most common reason for suspensions at other district schools attended by students before they enrolled at the CSSD in 1994-95 was "disruption or defiance" (64 incidents), and the next most common reason was physical injury to another person (46 incidents).

The most common reasons for suspensions at other district schools attended by students after transitioning from the CSSD in 1994-95 were "disruption or defiance" (6 incidents) and attempted physical injury to another person (6 incidents).

It is important to remember that the "before" and "after" data are not directly comparable for the purpose of using the former as a baseline and the latter as an indicator that the CSSD effectively reduces suspensions after students have returned to a comprehensive school. The reasons are: 1) the CSSD's "treatment effect" is unequal across students inasmuch as some have very short periods of enrollment at the CSSD (less than five days) while others are enrolled close to 100 days; 2) for many of these students, their enrollments at other district schools involve programs (High School Diploma Program; Independent Study; Continuation) that do not require daily attendance (if students are absent, then they cannot commit an act punishable by suspension); and 3) an analysis of days absent at each school is beyond the scope of this study. Thus, the data in Table 13 do not warrant causal inferences about the CSSD's impact on suspensions at other district schools that the students have attended after transitioning from the CSSD.

Evaluation Findings: ***Citizenship: Expulsions:*** None of the 1,111 students who attended the CSSD during 1994-95 were expelled from the CSSD, six were expelled from a district school they attended before enrolling at the CSSD, and none were expelled from a district school they attended after transitioning from the CSSD.

Evaluation Findings: ***Citizenship: Attitudes (SAM results):*** Students' scores showed a statistically significant improvement (probability level ≤ 0.01) from the pretest to the posttest on each of the five scales and overall (total). As presented in Figure Two, the Motivation scale showed the largest average improvement in NCE score (16.3 percent), whereas the Academic Self-Concept—Reference Based scale showed the smallest (8.5 percent).

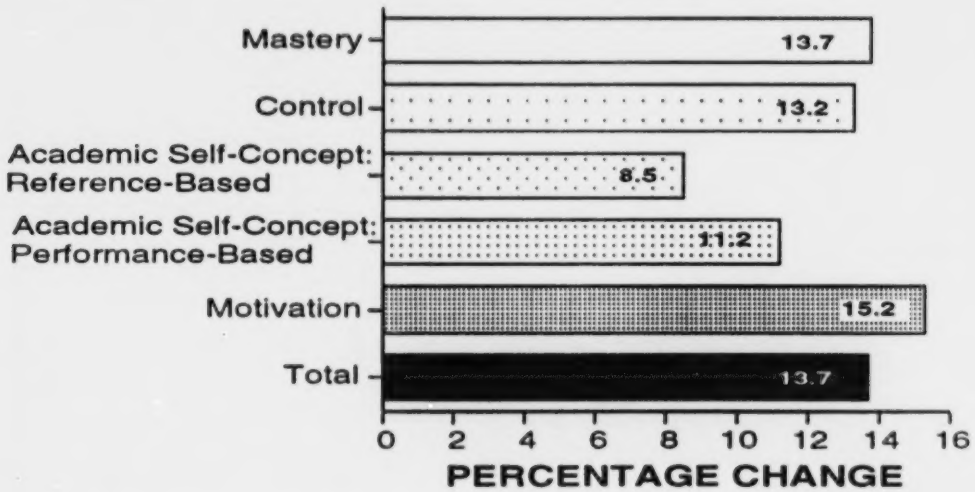

Figure 2. Average Differences In Normal Curve Equivalent Scores On The Student Attitude Measure (SAM). Percentage change indicates how much CSSD students' SAM scores improved from pretest to posttest (a six-month intervening period).

Evaluation Findings: ***Attendance:*** The attendance indicators of interest were the ADA value, ADA rate, and the numbers of apportioned and nonapportioned absences at the two previous schools in the district for 100 randomly selected students who enrolled in the CSSD during 1994-95.

The CSSD's ADA in 1994-95 was 302.31. This value signifies that the district received state funding as if 302.31 students had 100 percent attendance or turned in 100 percent of their work at the CSSD in 1994-95. For Grades Six through Eight, the ADA was 71.40; the corresponding value for Grades Nine through 12 was 230.91.

The CSSD's ADA rate in 1994-95 was 45.8. This value signifies that the district received 45.8 percent of the funding that it could have received for the CSSD.

To estimate the extent to which students had high numbers of absences at other district schools prior to enrolling at the CSSD during 1994-95, the attendance history of 100 randomly selected students was analyzed.

Thirteen of the 100 randomly selected students were excluded from the analysis because they did not have any attendance data at other district schools between 1992-93 and 1994-95. This was attributable to their mobility patterns. These 13 students either transferred into the district from out of town (or state) in 1994-95 and immediately enrolled at the CSSD, they attended the CSSD and Ed Clinics continuously, or they had been enrolled in alternative education programs (absenteeism was not tracked in those programs).

The other 87 randomly selected students also had highly mobile enrollment patterns between 1992-93 and 1994-95 (which in some cases involved multiple enrollments in the CSSD and/or Ed Clinics). Varying numbers of such students did not have attendance data for one or more years, and thus it became necessary to exclude them from the analysis accordingly (see Ns in Table 14). Because of the students' mobility, the following data must be interpreted cautiously.

The findings of the analysis are presented in Table 14, showing the students' numbers of apportioned and nonapportioned absences. The former are absences (e.g., illness) for which the district receives state (ADA) funding; the latter are absences (e.g., truant) for which the district does not receive funds.

TABLE 14
NUMBERS OF ABSENCES AT OTHER DISTRICT SCHOOLS ACCRUED BY RANDOMLY SELECTED STUDENTS WHO ENROLLED AT THE CSSD DURING 1994-95

SCHOOL YEAR	N	APPORTIONED ABSENCES	APPORTIONED PER STUDENT	NONAPPORTIONED ABSENCES	NONAPPORTIONED PER STUDENT
1994-95	30	358	11.9	175	5.8
1993-94	60	862	14.4	404	6.7
1992-93	31	476	15.4	252	8.1

Abbreviation: N=number of students

As shown in Table 14, the students in the random sample averaged approximately 12 - 15 apportioned and about six - eight nonapportioned absences during their enrollments at other district schools during the years from 1992-93 through 1994-95. These values were considerably

higher than the following ones for the district (provided by Pupil Accounting); in 1993-94 and 1994-95, each student in the district had an average of eight apportioned absences and two-and-one-half nonapportioned absences (data were unavailable for 1992-93). Thus, the 87 CSSD students had over 27.5 and 100 percent more apportioned and nonapportioned absences (respectively) during their enrollments at other district schools than the districtwide averages.

The randomly selected students apparently showed yearly changes in their absenteeism rate between 1992-93 and 1994-95 (Table 14). Their absolute numbers of apportioned and nonapportioned absences increased 81.1 and 60.3 percent (respectively) in 1993-94, then decreased 58.5 and 56.7 percent (respectively) in 1994-95. However, further analysis suggested that the increase in 1993-94 was merely due to the number of students in the analysis. Comparing the apportioned and nonapportioned absences per student, there was a decline in both 1993-94 (6.5 and 17.3 percent, respectively) and 1994-95 (17.4 and 13.4 percent, respectively).

Further analysis additionally revealed that the lower numbers of absences per student during 1994-95 probably were statistical artifacts of the randomly selected students' enrollment mobility. A count of the enrollment days at other district schools during 1993-94 and prior to enrolling at the CSSD during 1994-95 showed a 45.5 percent decrease (132.6 days per student during 1993-94; 72.3 during 1994-95). Thus, these students had fewer absences at other district schools during 1994-95 because they attended those schools for fewer days than during 1993-94.

To summarize the above findings, the randomly selected students had high numbers of absences at the other district schools they attended prior to enrolling in the CSSD during 1994-95.

Evaluation Findings: ***Students' perceptions:*** Aggregate results of the student surveys are presented in Appendix A.

Evaluation Findings: ***Students' perceptions: Demographics:*** The 64 respondents' ages ranged from 12 to 19 years with most (30.5 percent) age 16. The students were in Grades Seven through 12, with most (33.3 percent) in Grade 11. There were 34 male and 30 female students.

Exactly half the respondents indicated that their ethnicity was White, while 27.4 percent were Hispanic, 12.5 percent were Afro-American, 3.2 percent were Asian, and 6.5 percent were Other.

More than half (57.1 percent) of the students did not have jobs, and most (86.7 percent) did not receive their health care from the CSSD. Five students (7.8 percent) reported they were expecting to become a parent. Three said they were caring for their own children.

The length of time students had to wait to enter the CSSD was most often two to three weeks (40.0 percent). The responses "1-7 days" and "a month or more" each were selected by 30.0 percent of the students.

The length of time students had attended the CSSD ranged from two months to 25 months with most (23.7 percent) attending one year (Table 15). No patterns or trends were noted.

Evaluation Findings: ***Students' perceptions: Student needs:*** Students said they received "Some" or "Much" help from the CSSD in the areas of academic and general needs (see Appendix A). This assistance was most often viewed as being adequate. A very different pattern of responses emerged for the employment, health, and parenting needs—most students indicated either "None" or "Not applicable" for these items. For most items in the areas of

health and parenting needs, the number of students who reported that the help was not adequate exceeded the number who reported that the help was adequate.

TABLE 15
LENGTH OF TIME STUDENT SURVEY RESPONDENTS WERE ENROLLED IN THE CSSD

GRADE LEVEL	SEX	2-6 MONTHS	7-12 MONTHS	13-20 MONTHS	>24 MONTHS
Seventh	F	—	1	2	—
	M	—	2	—	—
Eighth	F	—	1	—	2
	M	—	—	—	1
Ninth	F	—	3	—	—
	M	—	3	1	2
Tenth	F	—	3	1	1
	M	1	2	—	1
Eleventh	F	2	6	1	1
	M	2	5	1	—
Twelfth	F	—	2	—	—
	M	1	3	1	1
All grades combined	F	2	16	4	4
	M	4	15	3	5

Evaluation Findings: ***Parents' perceptions:*** Aggregate results of the parent surveys are presented in Appendix B.

Evaluation Findings: ***Parents' perceptions: Demographics:*** Parents reported their daughters and sons in the CSSD ranged in age from 12 to 19 years with most (26.3 percent) age 16. The students were in Grades Seven through 12, with most (25.3 percent) in Grade 11. There were 40 male and 36 female students reported.

Exactly half of the respondents indicated that their daughters or sons were White, 19.7 percent were Hispanic, 14.5 percent were Afro-American, and 7.9 percent each were Asian or Other.

More than half (57.5 percent) of the respondents' daughters and sons did not have jobs, and most (89.9 percent) did not receive their health care from the CSSD. Two (2.5 percent) of the parents reported their daughters or sons were expecting to become a parent. No parents reported their daughters or sons as caring for offspring of their own.

The length of time respondents' daughters and sons had to wait to enter the CSSD was distributed almost equally among the responses "1-7 days," "2-3 weeks," and "a month or more."

The length of time respondents' daughters and sons had attended the CSSD ranged from three months to three years with most (21.1 percent) attending one year (Table 16). No patterns or trends were noted.

Evaluation Findings: ***Parents' perceptions: Student needs:*** Parents said their daughters and sons received "Some" or "Much" help from the CSSD in the areas of academic and general

needs (see Appendix B). This assistance was most often viewed as being adequate. A very different pattern of responses emerged for the employment, health, and parenting needs—most parents indicated either "None" or "Not applicable" for these items. For most items in the areas of health and parenting needs, the number of parents who reported that the help was not adequate exceeded the number who reported that the help was adequate.

TABLE 16
LENGTH OF TIME PARENT SURVEY RESPONDENTS' DAUGHTERS AND SONS WERE ENROLLED IN THE CSSD

GRADE LEVEL	SEX	2-6 MONTHS	7-12 MONTHS	13-20 MONTHS	>24 MONTHS
Seventh	F	—	—	1	—
	M	—	1	1	—
Eighth	F	—	2	—	1
	M	—	2	—	—
Ninth	F	—	3	—	—
	M	1	3	—	3
Tenth	F	—	5	1	1
	M	1	3	2	2
Eleventh	F	1	6	1	3
	M	—	2	1	2
Twelfth	F	—	4	1	1
	M	2	7	—	—
All grades combined	F	1	20	4	6
	M	4	17	4	7

Evaluation Findings: ***Staff members' and teachers' suggestions:*** In general, the interviewees had difficulty thinking of "good" indicators for use in future evaluations. They did not answer many of the interview questions, although it was apparent that they attempted to think of appropriate answers.

The following indicators were recommended by the interviewees (underscored ones were used in the present report):

- *achievement*—standardized test scores; credits earned; marks; work products completed; portfolios; writing samples; promotion rate; numbers of graduations; teacher survey; curriculum; weekly progress
- *attendance*—attendance records; timeliness of completing work products; measure of ditching
- *employment*—participation in ROP programs; teacher records; student files; interviews with teachers at comprehensive schools where students transitioned from CSSD; student survey; work permits
- *health*—nurse's records; referrals; student survey; nurse survey/interview
- *parent satisfaction/involvement*—parent survey; attendance at open houses; attendance at conferences with teachers
- *citizenship*—central office and CSSD records; teacher survey/interview; parent survey; referrals; teacher contacts; attitudinal survey; interviews with teachers at comprehensive schools where students transitioned from CSSD; observations

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Summary of Findings: The CSSD's charter states: "The Charter School expressly intends to outperform the district as the Charter School's overall outcome objective" (page four of the charter document). To determine the extent to which the CSSD has fulfilled this objective in 1994-95, the preceding data have been compared with the corresponding districtwide values on key indicators of student achievement, citizenship, and attendance. The comparison's results are presented in Table 17.

The CSSD's performance relative to the district on four of the indicators could not be determined conclusively. The reasons were 1) for graduations, the district did not have an indicator (the district historically has not measured graduation rate because of statistical concerns), and 2) for three indicators (marks in elective courses, core credits efficiency ratio, and elective credits efficiency ratio), computing districtwide values was beyond the scope of this study.

TABLE 17
COMPARISON BETWEEN THE CSSD AND DISTRICT ON KEY INDICATORS FOR 1994-95

INDICATOR	DISTRICT	CSSD	CSSD MET OBJECTIVE
Marks in Core Courses (percent ≥ C)	74.6*	92.9	✓
Marks in Elective Courses (percent ≥ C)	N/A	98.4	Likely
Graduates‡	N/A	53	Indeterminate
Core Credits Earned (credits efficiency ratio)	N/A	1.00	Likely
Elective Credits Earned (credits efficiency ratio)	N/A	1.00	Likely
Retentions Per 100 Students	6.5	53.4‡‡	✗
Dropouts Per 100 Students‡‡‡	2.7	7.8	✗
Suspensions Per 100 Students	7.9	0.0	✓
Expulsions	212‡‡‡‡	0	✓
ADA Rate	95.71	45.8	✗

✓ CSSD met the indicated objective.
✗ CSSD did not meet the indicated objective.
* Value represents all core subjects combined (raw data supplied by the Research Unit).
‡ The district does not have an official indicator for graduation.
‡‡ This value is preliminary; see page 12.
‡‡‡ The values are for Grades Seven through 12 (see Report No. 017; *Annual Dropout Report Grades 7-12 1994-95*).
‡‡‡‡ This value includes expulsions that have been suspended (see Report No. 016; *16 Expectations Performance Indicators: 1994-95 Summary*, page 26).
N/A Not available.

As shown in Table 17, the CSSD did meet its outcome objective on three indicators (marks in core courses, suspension rate, and expulsions) and likely met its objective on three others (marks in elective courses, core credits efficiency ratio, and elective credits efficiency ratio). It was not possible to determine whether the CSSD met its objective on graduation, as explained above. The CSSD did not meet its outcome objective on the retention, dropout and ADA rates.

An important point here is that the CSSD's policy prohibits academic marks below C. Because of this policy, the CSSD automatically meets its outcome objective on four indicators (marks in core courses, marks in elective courses, core credits efficiency ratio, and elective credits efficiency ratio). Another important point is that most students in the CSSD take three or fewer

courses at a time, work at their own pace, and repeat their work until they meet their teachers' criteria for issuing at least Cs (which partially accounts for the CSSD's apparently high retention rate). The district's comprehensive schools do not have comparable policies or practices. Thus, comparisons between the CSSD and district on these measures must be interpreted cautiously.

Although the CSSD did not meet its outcome objective on the indicator of student attendance (Table 17), the findings nevertheless were encouraging. Students attending the CSSD in 1994-95 had a high rate of absenteeism at their previous schools, including many nonapportioned (unexcused) absences (see Table 14). It would appear that the students had improved upon their previous rate of absenteeism since the CSSD's ADA rate was as high as 45.8.

Instructional Program Implications

The present study has analyzed the CSSD's performance in its first year of operation as a charter school after having operated as the Ed Clinics for more than a decade. The findings suggest that in 1994-95:

1. the CSSD fulfilled its outcome objective to outperform the district in terms of the students' distribution of academic marks;
2. the average academic marks were B- in core courses and B+ in electives, and these marks represented an improvement of more than one full letter mark over the students' performance at their previous schools in the district (but the CSSD had a policy prohibiting Ds and Fs, whereas the district did not);
3. 53 students graduated from the CSSD;
4. because CSSD students typically took three or fewer courses at a time and worked at their own pace, over half of them were considered by the district to have been retained;
5. no students were suspended or expelled at the CSSD;
6. although the majority of students referred to the CSSD were at risk of dropping out, the school's actual dropout rate was 7.8 per hundred students;
7. the average daily attendance rate, measured at independent study programs (such as the CSSD) in terms of the quantity/quality of assignments completed by students, was 45.8;
8. some applicants were placed on a waiting list due to lack of space;
9. students attending the CSSD showed a marked improvement in their attitudes about school in general and themselves; and
10. students and their parents perceived the CSSD as being helpful to the students in the areas of academic and general needs, but not very helpful in the areas of health or parenting needs.

Facilities Implications

The present report provides evidence that the CSSD does not have enough space to accommodate all applicants. This report does not have any facilities implications for the district.

Budget Implications

This report might have budget implications for the CSSD, depending upon the types of actions/solutions adopted on the basis of the recommendations below. This report does not have any budget implications for the district.

Public Support and Engagement Implications

The CSSD's governing board includes parents and community leaders and has an advisory board comprised primarily of parents or guardians of students currently or previously enrolled at the CSSD. Copies of this report will be provided to the governing board's members and made available to the advisory board.

Recommendations

The following actions are recommended for CSSD staff and/or administration:

- monitor the CSSD's progress in fulfilling its outcome objective (the CSSD expressly intends to outperform the district);
- evaluate any performance indicators that provide a clearer picture of student achievement, competence in basic skills, citizenship, attendance, and/or attitude;
- identify and implement effective strategies to further
  1. reduce the number of students earning Ds;
  2. accelerate the rate at which students earn credits;
  3. reduce the retention rate;
  4. reduce the dropout rate;
  5. minimize students' time on the waiting list; and
  6. provide more support to students in the areas of health and parenting needs.

Report prepared by Carriedo/D. Davis/Fass-Holmes, Hancock, and D. Davis

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APPENDIX A

STUDENT SURVEY AND DATA

SAN DIEGO CITY SCHOOLS
Planning, Assesment, and Accountability Division
Assessment, Research, and Reporting Team
Evaluation Unit

THE CHARTER SCHOOL OF SAN DIEGO STUDENT SURVEY
September, 1995

Name _____ Age ____

Grade ____ Sex ( ) M ( ) F School Site _____

How many months have you attended The Charter School of San Diego (CSSD)? _____

Do you have a paid or unpaid job? ( ) full time ( ) part time ( ) no job

Do you receive health care from CSSD? ( ) none ( ) some ( ) all I get is from CSSD

What is your race or ethnic origin? ( ) White ( ) Afro-American ( )Hispanic ( )Asian ( )Other

Whether you are male or female, are you now expecting to become a parent? ( ) yes ( ) no

Do you take care of your own children? ( ) yes ( ) no ( ) does not apply to me

How long did you have to wait to get into CSSD? ( ) 1-7 days ( ) 2-3 weeks ( ) a month or more

SURVEY INSTRUCTIONS

The Charter School tries to help its students in several ways. It offers information, services, and/or referrals to other community resources. Sometimes only one or two kinds of help are offered, sometimes all three. In marking the following items, keep in mind the three ways CSSD tries to help: with information, services, and referrals. If any of these applies, then answer on that basis. Consider each activity described at the left below and rate the amount of help you've received by circling a number to the right. Then place a check mark (√) in the appropriate column to show if the help was adequate to meet your needs (if the subject applies to you).

STUDENT NEEDS	**Has CSSD helped you?**					**Was this help adequate?**	
Academic Needs	None	Little	Some	Much	Does not apply	No	Yes
get classes you need	1	2	3	4	5	( )	( )
learn to study better	1	2	3	4	5	( )	( )
do better on tests	1	2	3	4	5	( )	( )
use your time better	1	2	3	4	5	( )	( )
earn the credits you need	1	2	3	4	5	( )	( )
learn basic skills needed to do school work	1	2	3	4	5	( )	( )

THE CHARTER SCHOOL OF SAN DIEGO STUDENT SURVEY

	Has CSSD helped you?					Was this help adequate?	
Employment Needs	None	Little	Some	Much	Does not apply	No	Yes
prepare to job hunt	1	2	3	4	5	( )	( )
write a resume	1	2	3	4	5	( )	( )
develop interview skills	1	2	3	4	5	( )	( )
learn how to fill out job application forms	1	2	3	4	5	( )	( )
develop a good attitude toward working	1	2	3	4	5	( )	( )
get a work experience, paid or unpaid	1	2	3	4	5	( )	( )
Health Needs							
get a physical exam	1	2	3	4	5	( )	( )
with minor health problems	1	2	3	4	5	( )	( )
get immunizations (shots)	1	2	3	4	5	( )	( )
take lab tests	1	2	3	4	5	( )	( )
by counseling	1	2	3	4	5	( )	( )
with prenatal education	1	2	3	4	5	( )	( )
find nutrition information	1	2	3	4	5	( )	( )
with drug or alcohol abuse	1	2	3	4	5	( )	( )
with tobacco abuse	1	2	3	4	5	( )	( )
with eating problems	1	2	3	4	5	( )	( )
get common health tests (vision, TB, hearing, etc.)	1	2	3	4	5	( )	( )

THE CHARTER SCHOOL OF SAN DIEGO STUDENT SURVEY

	Has CSSD helped you?					Was this help adequate?	
Parenting Needs	None	Little	Some	Much	Does not apply	No	Yes
get physical exams for your healthy infant	1	2	3	4	5	( )	( )
concerning common child-hood health problems	1	2	3	4	5	( )	( )
get immunization (shots) for your child	1	2	3	4	5	( )	( )
about parenting problems	1	2	3	4	5	( )	( )
with pregnancy matters	1	2	3	4	5	( )	( )
concerning sexual health	1	2	3	4	5	( )	( )
about family planning (birth control)	1	2	3	4	5	( )	( )
with family and social relationships	1	2	3	4	5	( )	( )
General Needs							
Are you making progress on your placement objective?	1	2	3	4	5	( )	( )
Is CSSD sensitive to your cultural/ethnic heritage?	1	2	3	4	5	( )	( )

The Charter School of San Diego Student Survey Results

Survey Item	Value of Response	Frequency	Percent
Age	12	1	1.7
	13	5	8.5
	14	4	6.8
	15	6	10.2
	16	18	30.5
	17	14	23.7
	18	9	15.3
	19	2	3.4
Grade	7	5	8.8
	8	4	7.0
	9	9	15.8
	10	11	19.3
	11	19	33.3
	12	9	84.2
Sex	Male	34	53.1
	Female	30	46.9
Time attended CSSD	2 months	2	3.4
	5	1	1.7
	6	5	8.5
	7	1	1.7
	8	6	10.2
	9	4	6.8
	10	6	10.2
	11	2	3.4
	12	14	23.7
	13	3	5.1
	14	2	3.4
	15	1	1.7
	18	2	3.4
	22	2	3.4
	23	1	1.7
	24	6	10.2
	25	1	1.7

The Charter School of San Diego Student Survey Results

Survey Item	Value of Response	Frequency	Percent
Student Employment	Fulltime	5	7.9
	Parttime	19	30.2
	None	36	57.1
	Ineligible	3	4.8
Receive Health Care	None	52	86.7
	Some	7	11.7
	All	1	1.7
Ethnicity	White	31	50.0
	Afro-American	8	12.9
	Hispanic	17	27.4
	Asian	2	3.2
	Other	4	6.5
Expecting	Yes	5	7.8
	No	59	92.2
Caregiver	Yes	3	4.8
	No	5	7.9
	Does Not Apply	55	87.3
Wait to get in CSSD	1-7 days	18	30
	2-3 weeks	24	40
	month or more	18	30

Survey Questions			Responses			Adequate	
Academic Needs	None	Little	Some	Much	N. A.	Yes	No
get needed courses	1	5	18	35	2	54	6
	1.6%	8.2%	29.5%	57.4%	3.3%	90%	10%
study better	3	10	17	33	1	53	7
	4.7%	15.6%	26.6%	51.6%	1.6%	88.3%	11.7%
improve on tests	4	7	26	27		51	8
	6.3%	10.9%	40.6%	42.2%		86.4%	13.6%
use time better	3	13	20	24	4	49	10
	4.7%	20.3%	31.3%	37.5%	6.3%	83.1%	16.9%

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The Charter School of San Diego Student Survey Results

Survey Questions	Responses					Adequate	
Academic Needs	None	Little	Some	Much	N. A.	Yes	No
earn credits needed	3	2	17	39	2	54	5
	4.8%	3.2%	27%	61.9%	3.2%	91.5%	8.5%
learn basic skills	2	9	14	38	1	50	7
	3.1%	14.1%	21.9%	59.4%	1.6%	87.7%	12.3%
motivation	5	7	19	31	--	51	6
	8.1%	11.3%	30.6%	50%	--	89.5%	10.5%
future goals	6	3	16	32	3	43	10
	10%	5%	26.7%	53.3%	5%	81.1%	18.9%
Employment Needs							
job hunting	16	6	10	13	16	26	19
	26.2%	9.8%	16.4%	21.3%	26.2%	57.8%	42.2%
resume	25	5	9	6	16	20	26
	41%	8.2%	14.8%	9.8%	26.2%	43.5%	56.5%
interview skills	19	5	7	12	17	23	21
	31.7%	8.3%	11.7%	20%	28.3%	52.3%	47.7%
application form	17	6	8	12	17	25	19
	28.3%	10%	13.3%	20%	28.3%	56.8%	43.2%
attitude	11	4	12	19	14	31	14
	18.3%	6.7%	20%	31.7%	23.3%	68.9%	31.1%
work experience	19	4	10	13	15	29	17
	31.1%	6.6%	16.4%	21.3%	24.6%	63%	37%
Health Needs							
physical exam	25	--	4	6	24	14	27
	42.4%	--	6.8%	10.2%	40.7%	34.1%	65.9%
health problems	26	3	2	5	23	12	27
	44.1%	5.1%	3.4%	8.5%	39%	30.8%	69.2%

The Charter School of San Diego Student Survey Results

Survey Questions	Responses					Adequate	
Health Needs	None	Little	Some	Much	N. A.	Yes	No
immunizations	24	2	2	7	24	15	25
	40.7%	3.4%	3.4%	11.9%	40.7%	37.5%	62.5%
lab tests	23	4	3	5	24	16	24
	39%	6.8%	5.1%	8.5%	40.7%	40%	60%
counseling	18	7	8	7	19	23	20
	30.5%	11.9%	13.6%	11.9%	32.2%	53.5%	46.5%
prenatal education	18	4	5	7	23	16	23
	31.6%	7%	8.8%	12.3%	40.4%	41%	59%
nutrition	18	4	7	7	22	18	22
	31%	6.9%	12.1%	12.1%	37.9%	45%	55%
drug or alcohol	21	5	3	5	24	16	25
	36.2%	8.6%	5.2%	8.6%	41.4%	39%	61%
tobacco	20	5	5	3	26	14	26
	33.9%	8.5%	8.5%	5.1%	44.1%	35%	65%
eating	24	2	3	4	25	13	27
	41.4%	3.4%	5.2%	6.9%	43.1%	32.5%	67.5%
health tests	22	2	5	6	23	17	23
	37.9%	3.4%	8.6%	10.3%	39.7%	42.5%	57.5%
dental	24	--	1	10	24	14	25
	40.7%	--	1.7%	16.9%	40.7%	35.9%	64.1%
Parenting Needs							
infant physical	22	1	1	3	33	8	27
	36.7%	1.7%	1.7%	5%	55%	22.9%	77.1%
child health	24	1	2	1	32	8	27
	40%	1.7%	3.3%	1.7%	53.3%	22.9%	77.1%

The Charter School of San Diego Student Survey Results

Survey Questions	Response					Adequate	
Parenting Needs	None	Little	Some	Much	N. A.	Yes	No
infant immunizations	22	1	--	2	34	7	28
	37.3%	1.7%	--	3.4%	57.6%	20%	80%
parenting	18	3	2	2	34	8	26
	30.5%	5.1%	3.4%	3.4%	57.6%	23.5%	76.5%
pregnancy	20	2	2	3	32	11	25
	33.9%	3.4%	3.4%	5.1%	54.2%	30.6%	69.4%
sexual health	20	3	2	3	30	10	25
	34.5%	5.2%	3.4%	5.2%	51.7%	28.6%	71.4%
birth control	18	3	3	2	33	8	26
	30.5%	5.1%	5.1%	3.4%	55.9%	23.5%	76.5%
relationships	20	4	2	3	30	9	25
	33.9%	6.8%	3.4%	5.1%	50.8%	26.5%	73.5%
child development	18	4	--	6	30	14	22
	31%	6.9%	--	10.3%	51.7%	38.9%	61.1%
General Needs							
placement progress	2	8	20	26	5	44	3
	3.3%	13.1%	32.8%	42.6%	8.2%	93.6%	6.4%
sensitive to heritage	13	10	10	23	5	35	12
	21.3%	16.4%	16.4%	37.7%	8.2%	74.5%	25.5%
conflict resolution	10	8	16	17	8	35	12
	16.9%	13.6%	27.1%	28.8%	13.6%	74.5%	25.5%
peer relations	10	8	22	12	8	37	10
	16.7%	13.3%	36.7%	20%	13.3%	78.7%	21.3%
teacher relations	6	2	13	33	5	40	6
	10.2%	3.4%	22%	55.9%	8.5%	87%	13%

APPENDIX B

PARENT SURVEY AND DATA

SAN DIEGO CITY SCHOOLS
Planning, Assesment, and Accountability Division
Assessment, Research, and Reporting Team
Evaluation Unit

THE CHARTER SCHOOL OF SAN DIEGO PARENT SURVEY
September, 1995

Student's Name _____ Student's Age ____

Grade ____ Sex ( ) M ( ) F School Site _____

How many months has your child attended The Charter School of San Diego (CSSD)? _____

Does your child have a paid or unpaid job? ( ) full time ( ) part time ( ) no job

Does your child receive health care from CSSD? ( ) none ( ) some ( ) all is from CSSD

Your child's race or ethnic origin:( )White ( )Afro-American ( )Hispanic ( )Asian ( )Other

Is your child (male or female) now expecting to be a parent? ( ) yes ( ) no

Is your child the caregiver of his or her own children? ( ) yes ( ) no ( ) does not apply

How long did your child wait to get into CSSD?( ) 1-7 days ( ) 2-3 weeks ( ) a month or more

SURVEY INSTRUCTIONS

The Charter School tries to help its students in several ways. It offers information, services, and/or referrals to other community resources. Sometimes only one or two kinds of help are offered, sometimes all three. In marking the following items, keep in mind the three ways CSSD tries to help: with information, services, and referrals. If any of these applies, then answer on that basis. Consider each activity described at the left below and rate the amount of help received by circling a number to the right. Then place a check mark (√) in the appropriate column to show if the help was adequate to meet your child's needs (if the subject applies).

STUDENT NEEDS	**Has CSSD helped your child?**					**Was this help adequate?**	
Academic Needs	None	Little	Some	Much	Does not apply	No	Yes
get needed classes	1	2	3	4	5	( )	( )
learn to study better	1	2	3	4	5	( )	( )
do better on tests	1	2	3	4	5	( )	( )
use time better	1	2	3	4	5	( )	( )
earn the credits needed	1	2	3	4	5	( )	( )
learn basic skills needed to do school work	1	2	3	4	5	( )	( )

THE CHARTER SCHOOL OF SAN DIEGO PARENT SURVEY

	Has CSSD helped your child?					Was this help adequate?	
Employment Needs	None	Little	Some	Much	Does not apply	No	Yes
prepare to job hunt	1	2	3	4	5	( )	( )
write a resume	1	2	3	4	5	( )	( )
develop interview skills	1	2	3	4	5	( )	( )
learn how to fill out job application forms	1	2	3	4	5	( )	( )
develop a good attitude toward working	1	2	3	4	5	( )	( )
get a work experience, paid or unpaid	1	2	3	4	5	( )	( )
Health Needs							
gat a physical exam	1	2	3	4	5	( )	( )
with minor health problems	1	2	3	4	5	( )	( )
get immunizations (shots)	1	2	3	4	5	( )	( )
take lab tests	1	2	3	4	5	( )	( )
by counseling	1	2	3	4	5	( )	( )
with prenatal education	1	2	3	4	5	( )	( )
find nutrition information	1	2	3	4	5	( )	( )
with drug or alcohol abuse	1	2	3	4	5	( )	( )
concerning tobacco abuse	1	2	3	4	5	( )	( )
about eating problems	1	2	3	4	5	( )	( )
get common health tests (vision, TB, hearing, etc.)	1	2	3	4	5	( )	( )

THE CHARTER SCHOOL OF SAN DIEGO PARENT SURVEY

	Has CSSD helped your child?					Was this help adequate?	
Parenting Needs	None	Little	Some	Much	Does not apply	No	Yes
get physical exams for a healthy infant	1	2	3	4	5	( )	( )
with common childhood health problems	1	2	3	4	5	( )	( )
get immunization (shots) for a child	1	2	3	4	5	( )	( )
on parenting problems	1	2	3	4	5	( )	( )
with pregnancy matters	1	2	3	4	5	( )	( )
concerning sexual health	1	2	3	4	5	( )	( )
with family planning (birth control)	1	2	3	4	5	( )	( )
about family and social relationships	1	2	3	4	5	( )	( )
General Needs							
Is your child making progress on a placement objective?	1	2	3	4	5	( )	( )
Is CSSD sensitive to your child's cultural/ethnic heritage?	1	2	3	4	5	( )	( )

The Charter School of San Diego Parent Survey Results

Survey Item	Value of Response	Frequency	Percent
Age	12	1	1.3
	13	5	6.3
	14	6	7.5
	15	14	17.5
	16	21	26.3
	17	16	20.0
	18	16	20.0
	19	1	1.3
Grade	7	4	5.3
	8	6	8.0
	9	13	17.3
	10	17	22.7
	11	19	25.3
	12	16	21.3
Sex	Male	40	52.6
	Female	36	47.4
Time attended CSSD	3 months	1	1.4
	5	1	1.4
	6	3	4.2
	7	1	1.4
	8	7	9.9
	9	8	11.3
	10	7	9.9
	11	3	4.2
	12	15	21.1
	13	4	5.6
	14	2	2.8
	16	1	1.4
	17	1	1.4
	18	2	2.8
	20	1	1.4
	24	11	15.5
	30	2	2.8
	36	1	1.4

The Charter School of San Diego Parent Survey Results

Survey Item	Value of Response	Frequency	Percent
Student Employment	Fulltime	5	6.3
	Parttime	26	32.5
	None	46	57.5
	Ineligible	3	3.8
Receive Health Care	None	71	89.9
	Some	6	7.6
	All	3	2.5
Child's Ethnicity	White	38	50.0
	Afro-American	11	14.5
	Hispanic	15	19.7
	Asian	6	7.9
	Other	6	7.9
Child Expecting	Yes	2	2.5
	No	79	97.5
Child Caregiver	Yes	0	0.0
	No	29	35.8
	Does Not Apply	52	64.2
Wait to get in CSSD	1-7 days	24	31.6
	2-3 weeks	27	35.5
	month or more	25	32.9

Survey Questions	Responses					Adequate	
Academic Needs	None	Little	Some	Much	N. A.	Yes	No
get needed courses	2	1	12	64	2	72	5
	2.5%	1.2%	14.8%	79%	2.5%	93.5%	6.5%
study better	1	6	25	41	2	63	9
	1.3%	8.0%	33.3%	54.7%	2.7%	87.5%	12.5%
improve on tests	4	4	28	38	3	62	9
	5.2%	5.2%	36.4%	49.4%	3.9%	87.3%	12.7%
use time better	5	7	27	36	3	61	9
	6.4%	9.0%	34.6%	46.2%	3.8%	87.1%	12.9%

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The Charter School of San Diego Parent Survey

Survey Questions	Responses					Adequate	
Academic Needs	None	Little	Some	Much	N.A.	Yes	No
earn credits needed	--	4	14	58	2	70	5
	--	5.1%	17.9%	74.4%	2.6%	93.3%	6.7%
learn basic skills	3	5	26	39	3	63	7
	3.9%	6.6%	34.2%	51.3%	3.9%	90%	10%
motivation	5	5	25	43	2	61	13
	6.1%	6.1%	31.3%	53.8%	2.5%	82.4%	17.6%
future goals	4	7	34	31	4	56	14
	5.0%	8.8%	42.5%	38.8%	5.0%	80%	20%
Employment Needs							
job hunting	10	12	15	9	31	24	18
	13%	15.6%	19.5%	11.7%	40.3%	57.1%	42.9%
resume	22	6	9	4	34	18	22
	29.3%	8%	12%	5.3%	45.3%	45%	55%
interview skills	16	10	11	5	34	21	18
	21.1%	13.2%	14.5%	6.6%	44.7%	53.8%	46.2%
application form	17	7	9	8	35	20	17
	22.4%	9.2%	11.8%	10.5%	46.1%	54.1%	45.9%
attitude	9	5	11	24	27	32	13
	11.8%	6.6%	14.5%	31.6%	35.5%	71.1%	28.9%
work experience	15	5	9	17	30	26	17
	19.7%	6.6%	11.8%	22.4%	39.5%	60.5%	39.5%
Health Needs							
physical exam	22	2	3	5	45	10	14
	28.6%	2.6%	3.9%	6.5%	58.4%	41.7%	58.3%
health problems	20	3	3	3	48	10	13
	26%	3.9%	3.9%	3.9%	62.3%	43.5%	56.5%
immunizations	23	2	2	2	47	9	14
	30.3%	2.6%	2.6%	2.6%	61.8%	39.1%	60.9%

The Charter School of San Diego Parent Survey Results

Survey Question	Responses					Adequate	
Health Needs	None	Little	Some	Much	N. A.	Yes	No
lab tests	22	2	2	1	50	7	14
	28.6%	2.6%	2.6%	1.3%	64.9%	33.3%	66.7%
counseling	18	4	6	6	43	11	13
	23.4%	5.2%	7.8%	7.8%	55.8%	45.8%	54.2%
prenatal education	19	3	2	2	51	9	13
	24.7%	3.9%	2.6%	2.6%	66.2%	40.9%	59.1%
nutrition	18	2	4	4	48	10	13
	23.7%	2.6%	5.3%	5.3%	63.2%	43.5%	56.5%
drug or alcohol	20	3	2	6	46	11	15
	26%	3.9%	2.6%	7.8%	59.7%	42.3%	57.7%
tobacco	17	5	4	6	44	14	13
	22.4%	6.6%	5.3%	7.9%	57.9%	51.9%	48.1%
eating	21	3	2	3	47	9	15
	27.6%	3.9%	2.6%	3.9%	61.8%	37.5%	62.5%
health tests	19	2	4	6	45	10	14
	25%	2.6%	5.3%	7.9%	59.2%	41.7%	58.3%
dental	23	2	1	2	48	7	15
	30.3%	2.6%	1.3%	2.6%	63.2%	31.8%	68.2%
Parenting Needs							
infant physical	16	1	1	1	56	5	13
	21.3%	1.3%	1.3%	1.3%	74.7%	27.8%	72.2%
child health	17	--	2	1	55	6	12
	22.7%	--	2.7%	1.3%	73.3%	33.3%	66.7%
infant immunizations	17	1	2	1	54	5	12
	22.7%	1.3%	2.7%	1.3%	72%	29.4%	70.6%
parenting	14	2	4	1	53	8	10
	18.9%	2.7%	5.4%	1.4%	71.6%	44.4%	55.6%

The Charter School of San Diego Parent Survey Results

Survey Questions	Responses					Adequate	
Parenting Needs	None	Little	Some	Much	N.A.	Yes	No
pregnancy	17	--	1	2	55	6	12
	22.7%	--	1.3%	2.7%	73.3%	33.3%	66.7%
sexual health	19	3	2	1	50	9	11
	25.3%	4%	2.7%	1.3%	66.7%	45%	55%
birth control	19	2	3	1	50	8	12
	25.3%	2.7%	4%	1.3%	66.7%	40%	60%
relationships	16	3	7	3	47	10	11
	21.1%	3.9%	9.2%	3.9%	61.8%	47.6%	52.4%
child development	14	4	1	4	53	11	10
	18.4%	5.3%	1.3%	5.3%	69.7%	52.4%	47.6%
General Needs							
placement progress	5	7	19	29	16	41	10
	6.6%	9.2%	25%	38.2%	21.1%	80.4%	19.6%
sensitive to heritage	6	3	13	26	25	37	6
	8.2%	4.1%	17.8%	35.6%	34.2%	86%	14%
conflict resolution	4	7	20	17	25	35	8
	5.5%	9.6%	27.4%	23.3%	34.2%	81.4%	18.6%
peer relations	4	9	19	24	19	38	11
	5.3%	12%	25.3%	32%	25.3%	77.6%	22.4%
teacher relations	2	4	18	36	16	45	9
	2.6%	5.3%	23.7%	47.4%	21.1%	83.3%	16.7%

APPENDIX C

TEACHER INTERVIEW INSTRUMENT

PLANNING, ASSESSMENT, AND ACCOUNTABILITY DIVISION
Assessment, Research, and Reporting Team
Evaluation Unit

EVALUATION OF THE CHARTER SCHOOL OF SAN DIEGO
FALL 1995

TEACHER INTERVIEW INSTRUMENT

Introductory remarks. The purpose of this interview is to obtain your input on how to best measure the Charter School of San Diego's effectiveness in fulfilling students' needs ("best" in terms of reliability, validity, and meaningfulness). I will ask you a series of questions about the Charter School and takes notes on your answers. To ensure confidentiality, however, your name will not be reported in association with any of your answers. It should take no more than 30 minutes. Before we begin, do you have any questions?

1. How many years have you been teaching in San Diego Unified School District? How long have you been teaching in the Charter School of San Diego?

2. What grade levels do you currently teach in the Charter School of San Diego?

3. What indicators do you believe would be best for determining whether the Charter School of San Diego is meeting students' needs in the following areas:

   - academic achievement (*Prompt: What assessment tools would you recommend using?*)

   - health (*Prompt: What documents, records, or tools would you recommend using to determine whether the Charter School of San Diego is meeting students' health needs?*)

   - employment (*Prompt: What documents, records, or tools would you recommend using to determine whether the Charter School of San Diego is meeting students' needs in preparing them for obtaining a job?*)

   - parenting (*Prompt: What documents, records, or tools would you recommend using to determine whether the Charter School of San Diego is meeting the needs of students who are parents?*)

   - social/emotional (*Prompt: What documents, records, or tools would you recommend using to determine whether the Charter School of San Diego is meeting students' social or emotional needs?*)

Do you believe that these indicators would be the best ones for all groups of students, or should different indicators be used with male and female students? Different ethnicities or socio-economic groups? Different grade levels? Why or why not?

4. What indicators do you believe would be best for determining whether the Charter School of San Diego is fulfilling the goals of its charter in the following areas:

   - measurable outcomes in the following areas:

     academic achievement

     computing or using technology

     conversational skills (speaking, questioning, and listening)

     problem solving

     working independently and in teams

     managing time effectively

     accepting personal responsibility

     staying healthy

     relating comfortably to others

   - utilization of the following assessment tools:

     a state assessment instrument or program

     standardized tests

     performance-based assessments (e.g., portfolios)

     parent surveys

     student surveys

     teacher surveys

     attendance records

     drop-out, referral, suspension, or expulsion rates

     observations

     anecdotal records

     conferencing

5. What indicators do you believe would be best for determining whether you are meeting the following objectives? (*Prompt: Recite each of the objectives below and ask what indicators would be best for determining whether the interviewee has met that objective.*)

- mastery of reading skills and comprehension
- students achieving appropriate performance standards in mathematics
- students achieving appropriate performance standards in writing and speaking skills
- reduction in absences and nonapportioned absences
- reduction in suspensions and expulsions
- students earning higher than C in core courses
- reduction in dropouts and retentions, plus an increase in graduation rates
- completion of middle education on time
- maintenance of a clean and safe campus
- increased parental satisfaction
- students making the transition from school to employment
- increased engagement and involvement of parents
- administrators and staff are engaged in learning or reflective study related to the district's goals
- respect for diversity among students, staff, parents, and the community